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ABSTRACT

This resource manual is one component of an instructional package designed to develop an employability assessment and planning program for use with individuals with disabilities. The resource materials are designed to be used as handouts or as overheads in providing program development training to preservice or inservice rehabilitation specialists or educators. The materials provide: definitions of terms, elements of an employability development program, factors influencing successful task completion, principles of testing and test interpretation, vocational choice assessment and planning strategies, job acquisition assessment and planning strategies, job retention assessment and planning strategies, and strategies for empowering and involving consumers in the assessment and planning process. (JDD)

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INSTRUCTOR'S RESOURCE MANUAL

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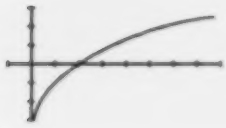

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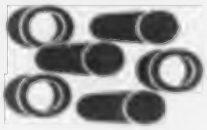
EMPLOYABILITY ASSESSMENT



AND PLANNING PROGRAM

IN REHABILITATION & EDUCATIONAL SETTINGS

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ARKANSAS RESEARCH & TRAINING CENTER IN VOCATIONAL REHABILITATION
UNIVERSITY of ARKANSAS AT FAYETTEVILLE ARKANSAS REHABILITATION SERVICES

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Developing an Employability Assessment And Planning Program

In Rehabilitation & Educational Settings

Roy C. Farley Brian Bolton

Arkansas Research & Training Center in Vocational Rehabilitation
University of Arkansas at Fayetteville Arkansas Rehabilitation Services

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Suggestion for the Instructor

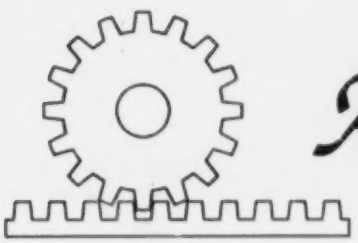
The following resource material may be used as supplements to oral presentations by using them as handouts or as overheads.

Introduction

EMPLOY *Ability*

A complex set of interrelated factors that determine whether a person can be placed on a job and whether he/she can keep the job once placed.

Jewish Vocational Service, 1959 - VEWAA Glossary, 1988



Assessment

A general term for the process of measuring an individual's level of functioning in one or more areas (e.g., vocational, social, personal, medical or intellectual).

VEWAA Glossary, 1988

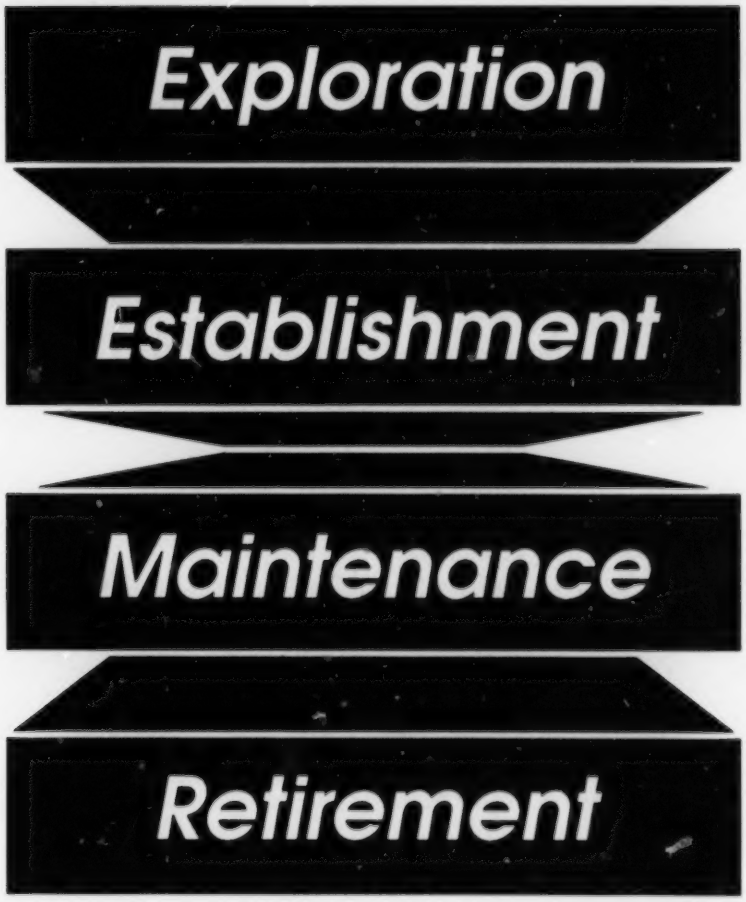
Employability Assessment

The comprehensive process of measuring an individual's level of functioning as it relates to a complex set of interrelated factors that determine whether a person can be placed on a job and whether the individual can keep the job once placed.

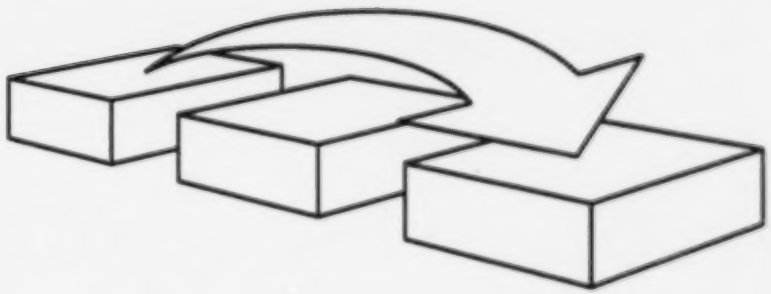
Unit I

An Employability Development Model

CAREER DEVELOPMENT



EMPLOPYABILITY DEVELOPMENT



Vocational Choice	Job Acquisition	Job Retention
Choose	Get	Keep

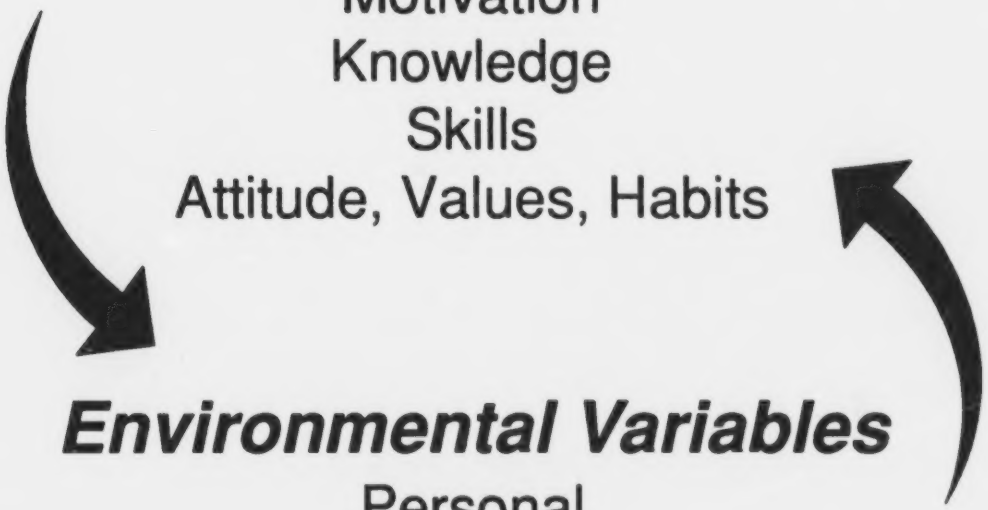
MAJOR TASK DEMANDS

CHOOSE	GET	KEEP
Select an appropriate & suitable occupational goal	Find employment opportunities	Adapt to the workplace
&	&	&
Plan to achieve that goal	Acquire a job	Retain employment

Factors Influencing Successful Task Completion

Person Variables

Motivation
Knowledge
Skills
Attitude, Values, Habits



Environmental Variables

Personal
Worksite
Community
General

Environmental Variables That May Affect Employability Development and Employment Outcomes

Environmental Variables That May Affect Employability Development and Employment Outcomes

Choose	*Get*	*Keep*
Family & Friends	Employer Attitude	Supervisor Attitude
Economy	Economy-Job Market	Co-Worker Attitude
Availability of Training/Education	Support Networks	Support Networks
Finances	Legislation	Transportation
Transportation	Transportation	Housing
Labor Market Trends	Housing	Technology
	Finances	Work-Site Environment
	Technology	Economy
	Work-Site Environment	
	Benefits	
	Community Agencies	

Examples of Work Related Competencies

Needed to Choose, Get and Keep A Job

Choose	*Get*	*Keep*
Self-Knowledge	**Work Orientation/ Motivation**	**Basic Work Habits and Behaviors**
Work-Knowledge	**Job Finding Skills**	**Personal and Environmental Coping Skills**
Vocational Decision-Making Skills	**Self-Presentation (i.e., resumes, applications, interviews)**	**Interpersonal Relationship Skills**
Program Planning Skills	**Position Performance Skills**	**Work Attitudes and Values**

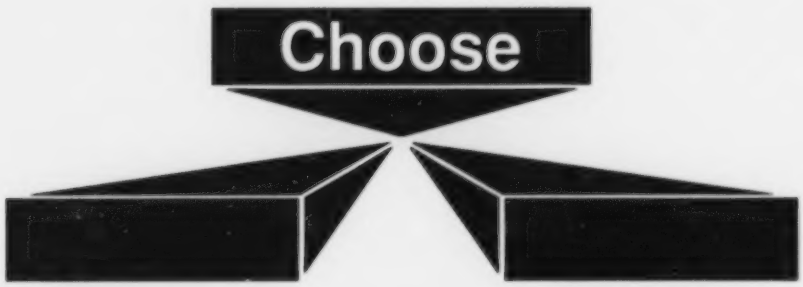
Unit II

Designing & Developing an Employability Assessment & Planning Program

Major Components

of an

Employability Assessment Program

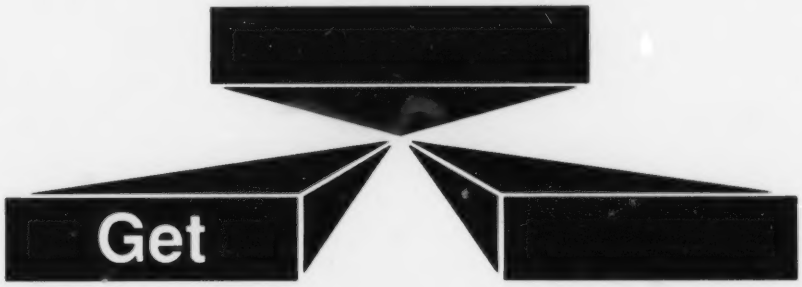


Component A	Choose
Focus	Vocational Choice
Objective	Provide assessment programming designed to enable an individual to identify personal characteristics, attributes, and behaviors related to the selection of a vocational goal and plan services to facilitate the selection of an appropriate vocational goal.
Desired Outcome	Provide necessary assessment data that will enable a person to meet the employability development task demands of choosing an appropriate and suitable occupational goal and planning to achieve that goal.

Major Components

of an

Employability Assessment Program

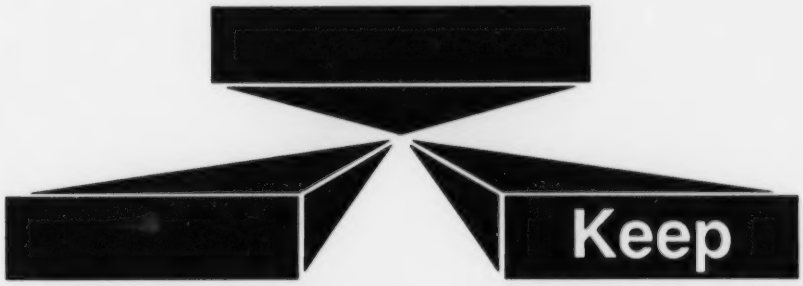


Component B	Get
Focus	Job Acquisition
Objective	Provide assessment programming designed to enable an individual to identify strengths and limitations related to acquiring employment and plan/recommend services needed to facilitate the acquisition of work.
Desired Outcome	Provide an assessment base for planning services that will enable the person to meet the employability development task demands of finding employment opportunities and getting a job.

Major Components

of an

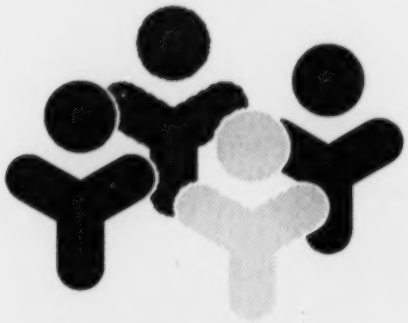
Employability Assessment Program



Component C	Keep
Focus	Job Retention
Objective	Provide assessment programming designed to enable an individual to identify strengths and limitations related to maintaining employment and plan/recommend services needed to facilitate job retention.
Desired Outcome	Provides an assessment base for planning services that will enable the person to meet the employability development task demands of adapting to the workplace and maintaining employment over time.

Examples of Personal Attributes

That Might Be Assessed In An Employability Assessment Program



Vocational Choice

Self-Knowledge
Work Knowledge
→ Vocational maturity

Work related Personality Characteristics
Vocational Interests
Vocational Aptitudes
Personal Capacities
Work Values & Needs

Job Acquisition

Work Motivation
Job Finding Skills
Self-presentation Skills
Position Performance Skills

Job Retention

Basic Work Habits & Behaviors
Personal & Environmental
Coping Skills
Interpersonal Relationship Skills
Work Attitudes & Values

Terminology Relevant to
Employability Assessment and Planning

Employability: A hypothetical construct that constitutes a conceptual target for assessment and planning; it encompasses the *FVCs* and equates with an individual's potential for employment.

Functional Vocational Capabilities (FVCs): Refer to those abilities, skills, interests, temperamental characteristics, attitudes, values, and habits *essential* to successful *employment*.

Work Personality: The subset of FVCs that satisfy fundamental *work role* requirements, i.e., work attitudes, values, habits, and behaviors—all of which can be *acquired*.

Stable Characteristics: In contrast to the modifiable work personality elements listed above, vocational abilities, occupational skills, temperamental traits, and vocational interests are *already developed* and thus *stable* by *adulthood*.

Employment: The goal of rehabilitation seoal of rehabilitation services, an observable outcome (job) th be characterized in terms of employee *satisfactoriness* and employee *satisfaction*.

Employability Assessment (or Appraisal or Evaluation): Refers to the process of a) *gathering* data about an individual, and b) *organizing* the data into a coherent portrait of the individual. (Step *b)* is also called *interpretation*).

Assessment Procedures: The *tools*, *techniques*, and *strategies* used to collect relevant data for *specific purposes*. These include standardized tests, rating scales, inventories, observation schedules, checklists, and structured interviews.

Employability Planning: The *translation* of assessment results into a program of rehabilitation *services* that optimizes the probability of a successful outcome, i.e., suitable employment in the least restrictive environment.

Professional Judgment is required in the employability assessment and planning process at three steps:

(a) *Selecting* and *administering* the assessment procedures that provide the *data foundation* for program planning.

(b) *Assembling* (or *Synthesizing* or *Interpreting*) the assessment data into an accurate picture of the client as a basis for *decision-making* with the client.

(c) *Translating* the assessment results into implications for *rehabilitation services* that will render the client employable.

Testing

Definition, Assumptions, Standardization, Norms

Definition

"Testing is the *controlled observation* of the *behavior* of an *individual* to whom *stimuli* of *known characteristics* are applied in a *known manner*."

(T. Newland, Psychological Assessment of Exceptional Children and Youth, 1980)

Assumptions

a) The *observer* is *adequately skilled* to *administer* and *score* the test.

b) The *sampling* of behavior in the test situation is *adequate* in *amount* and *representative* in *scope*.

c) *Subjects* being tested have been *exposed* to *comparable acculturation*.

d) *Error* is assumed to be present in the *measurement* of human behavior.

e) Only *present* behavior is *observed*.

f) *Future* behavior of the subject is *inferred*.

(T. Newland, 1980)

Standardized

a) Measurement is *defined* as the assignment of numbers to subjects according to *rules*.

b) The *rules* prescribe the *procedures* that are followed in assigning the numbers.

c) In other words, the rules constitute the *standardization* of the test.

d) To be optimally useful, a standardized test should generate *consistent* (or reliable) results that are *accurate* (or valid) indicators of the *behaviors* that the test *purports* to measure.

Norms

a) Tests (or assessment instruments) are usually composed of *items* (or simple *stimuli*).

b) Responses to the items are summed into *raw scores*.

c) Raw scores are given meaning by comparison to the performance of a *reference* group of persons—called the *norm group*.

d) The *scores* of the norm group are the *norms* for the instrument.

e) Thus, norms are the basis for converting raw scores to *derived scores* that indicate *relative* position in a reference group.

f) *Norm-referenced* tests answer the question, "How does the examinee *compare* to other people?"

g) *Criterion-referenced* tests ask, "Can the examinee perform the *task* satisfactorily?"

h) There is no contradiction between norm and criterion referenced interpretations.

Principles of Test Interpretation and Rehabilitation Program Planning

General Assessment Principles

a) Tests should be administered in the client's *native language* or *dominant mode of communication.*

b) Tests should have been *validated* for the *specific purpose* for which they are used.

c) Tests should be administered by *trained* personnel.

d) Tests should be selected to assess *specific areas* of educational or vocational needs.

e) Tests should *accurately measure* the aptitude or trait of interest, and *not* reflect the client's limited communication skills.

f) *No single* procedure should be the basis for program planning decisions.

g) The evaluation should be made by a *multidisciplinary team.*

h) The client should be assessed in all areas relevant to the *disability*, including health, vision, social and emotional status, intelligence, educational level, communication skills, and motor abilities.

Suggestions for Test Interpretation

a) Develop short, clear concise methods of *describing* to clients the purpose of the tests taken and the meaning of the results. Do this before you go into the interpretation of actual test scores. Then you can concentrate on the client's *reactions* to the test scores rather than run the risk of being trapped into a technical discussion of the purpose of the test and its construction during the interpretation period.

b) Make test data meaningful in terms of the *client's behavior*; make the transfer from the test score to the client's behavior. Ask yourself the following questions: "What does the score mean in terms of the client's behavior?" and "How can I express the scores in such a way that the client can relate them to past, present, and anticipated behavior?"

c) Do not become *overidentified* with the client's test scores. The test scores are the client's, not yours. Present test material in such a way that the client can question it, discuss it, reject it, or accept it without having to reject or accept you by doing so.

d) Know how you *perform yourself* on objective tests and try to work out, as best you can, a reasonable acceptance of your own test scores. Generally this will mean you are able to work with test scores and to interpret them objectively to clients. If you think test scores are either very good or no good, you will be communicating this in many ways to the clients with whom you are working. Avoid projecting too many of your

own subjective feelings into the objective tests that you are using. (McGowan & Porter, An Introduction to the Vocational Rehabilitate Process, 1967)

Principles of Test Interpretation

a) Consult the *expert*. If there is a question about test responses, or anything else, the *first source* to consult is *the client* (or the client's relatives). The client is the expert on the *impact of* disability on his/her life.

b) Observe the law of *parsimony*. Start with the *simpler*, more straight-forward explanation first. *Don't begin* with complex interpretations, when there may be simple explanations. For example, a bizarre response may be the result of misunderstanding the question, or just not hearing well.

c) Be *stability* minded. Many disabilities are characterized by *episodic* patterns, such as arthritis or mental illness. In fact, everyone has good and bad days. So be alert to transient or fluctuating conditions that may influence assessment data.

d) Keep *directionality* in mind. With maximum performance tasks it is almost impossible to have large errors of *overestimation*. Interpretation errors can only be in one direction—*underestimation*. On *typical* performance measures, errors can occur in either direction.

e) Do *external* checking. The diagnostic process can be viewed as one of hypothesis *development* and hypothesis *testing*. Assessment data can suggest a hypothesis about the client that should be *checked* against external sources, e.g., independent observation of the client or review of medical and school records.

f) Provide *feedback* to the client. Assessment and interpretation is a joint counselor-client process. The feedback *interview* has 4 goals:

- Presenting information in a *non-threatening* manner.
- Interpreting results so that the client *understands*.
- Eliciting the client's *response* to test results.
- Developing *alternative* courses of action.

(Mariarty, Minton, & Spann, Preliminary Diagnostic Questionnaire: Module 4, 1981)

Specific Suggestions for Program Planning

a) Have *confidence* in the client's problem-solving ability—even if the client has shown little.

b) Remind females of both *careers* and *homemaking* plans—not just one or the other.

c) Make *alternate* plans sound respectable—not like impending failure.

d) *Open* new educational and vocational doors—do not just close them to the client.

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e) *Relate* test data to other experiences—do not discuss them as abstractions.

f) *Reflect* a client's rejection of low test scores—do not write off low performance.

g) Get clients *involved* in test interpretation—do not just recite the results.

h) Explain the purpose of the test in *functional terms*—not in psychological jargon.

i) Distinguish carefully between *interest* and *aptitude*—do not use the terms loosely.

j) Use test results in *context* with all other data—not as goals in themselves.

k) Use test results for *client planning*—not for the counselor's diagnosis.

l) *Refresh* the client's memory on each test before discussing it—do not discuss it cold.

m) Let tests add to the *client's picture* of himself or herself—not be a mysterious magic formula.

n) Explain test results *simply*—do not use elaborate statistical devices.

o) Express low test performance or unpleasant information *honestly*—but with perspective.

p) Remember *expressed* and *demonstrated* interests—not just interest inventory results.

q) Have the client *summarize* often—do not deprive the client of the chance to review and organize.

r) Have the client *summarize* the whole interview—do not do it for the client.

s) End on a *positive* note—even if some of the interview has been unpleasant.

(McGowan & Porter, 1967)

Unit III

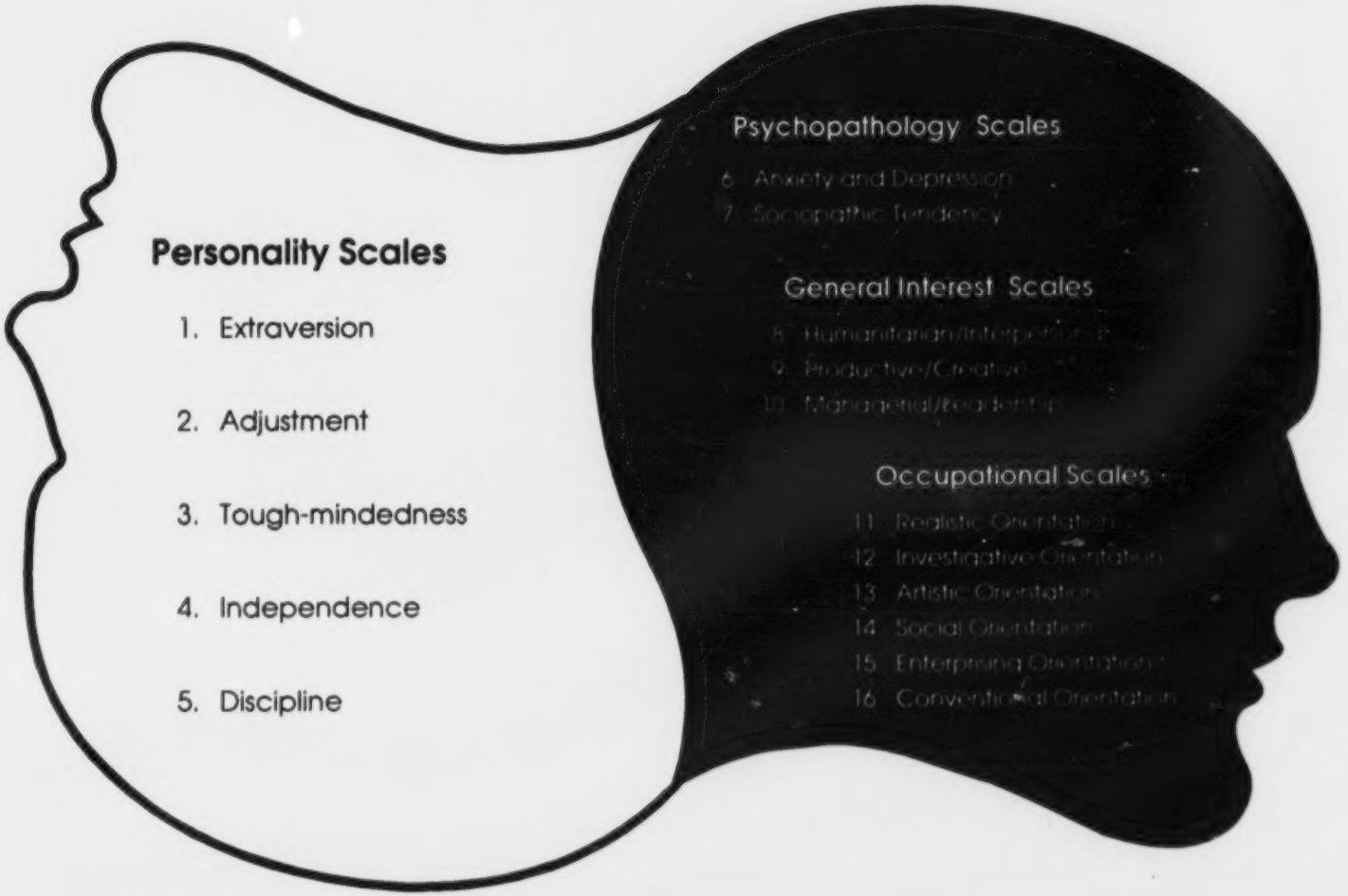
Vocational Choice (Choose) Assessment & Planning Strategies

Employability Maturity Interview

- Measures Readiness for Vocational Planning
- Administered in a Structured Interview Format
- Guided by a 10 Item Questionnaire
- Requires Approximately 10-15 Minutes
- Easily Scored
- Inexpensive

Occupational Report

- Computer generated report that identifies potential occupations
- Uses aptitude and interest data from the GATB/NATB and the USES Interest Inventory
- Provides occupational interest profile with brief descriptions of 12 interest areas ranked from high to low
- Provides occupational aptitude profile with brief descriptions of 9 aptitudes ranked from high to low
- Provides a list of work groups for which the person has suitable (high level) aptitudes for success
- Provides a list of work groups for which the person has minimal (medium level) aptitudes for success
- Provides references for obtaining additional occupational information
- Useful for employability counseling and service planning
- Easy to use
- Inexpensive



Scales of the Vocational Personality Report

Issues in Personality Measurement

Definitions

- Personality is the way a person consistently interacts with his/her environment—external, somatic, and intrapsychic (D. W. Fiske).
- Personality is that which enables prediction of what a person will do in a given situation (R. B. Cattell).

Problems in Personality Measurement

- There are *no ultimate criteria*.
- Constructs are *construed by people*.
- Personality phenomena are *diverse*.
- Personality is observed from *different viewpoints*.
- Personality phenomena involve *processes*.
- Behavior is *inherently variable*.
- Examinees *react* to being measured.
- Behavior tends to be *highly specific*.
- Consensus on the *definitions of constructs* is lacking.

Standardization of Personality Measurement

- The *setting* should have the same meaning for all examinees.
- The *tasks* should be clear, unambiguous, and inherently interesting.
- The *stimuli* should be perceived and interpreted in the same way by all examinees.
- The *response format* should enable examinees to answer readily and confidently

(D. W. Fiske, Measuring the Concepts of Personality, 1971).

Vocational Personality Report

- Computer generated report
- Uses data from the 16 scale scores from the 16PF-E
- Provides information on a person's vocational-relevant personality characteristics
- Personality data include:
  - Scores on five second-order normal personality factors
  - Scores on two pathology dimensions: anxiety & depression and sociopathic tendency
- Vocational data include:
  - Scores on three second-order interest dimensions
  - Scores on each of Holland's six vocational types
- Useful for employability counseling and service planning
- Inexpensive

Vocational Personality Report: Personality and Vocational Scales

Personality Scales

1. Extraversion
2. Adjustment
3. Tough-mindedness
4. Independence
5. Discipline

Psychopathology Scales

6. Anxiety and Depression
7. Sociopathic Tendency

General Interest Scales

Male	*Female*
8. Humanitarian Commitment	8. Interpersonal Interaction
9. Productive Creativity	9. Creative Pursuits
10. Managerial Attitude	10. Leadership Preference

Occupational Scales

11. Realistic Orientation
12. Investigative Orientation
13. Artistic Orientation
14. Social Orientation
15. Enterprising Orientation
16. Conventional Orientation

Features of the Vocational Personality

The model of the "vocational personality" upon which the VPR is based derives from five theoretical formulations.

These formulations are best known by the names of the primary investigators: Rene Dawis, William Gellman, David Hershenson, John Holland, and Walter Neff.

The characteristic features of the construct that are central to all five theories are:

- The vocational personality is a reflection of the individual's basic trait structure.
- The vocational personality is the product of a lengthy developmental process that begins at a young age.
- The vocational personality is a learned entity shaped by rudimentary work experiences.
- The vocational personality encompasses the concept of self as a worker as well as motivation to work.
- The vocational personality acquires a durable "life of its own," achieving a semi-autonomous status at maturity.
- The vocational personality-work environment correspondence determines the quality of the individual's long-term vocational adjustment.

Occupations and Personality Traits Associated With Holland's Types

Realistic Orientation

Occupations	*Traits*
Engineer	Practical
Farmer	Conventional
Mechanic	Realistic
Assembly Line Worker	Conforming
Custodian	Careful
Kitchen Helper	Self-reliant
Meter Reader	Socially Precise

Investigative Orientation

Occupations	*Traits*
Biologist	Independent
Scientist	Mature
Nurse	Rational
Computer Programmer	Reserved
Television Repairer	Confident
Research Assistant	Adaptable
	Self-sufficient
	Resourceful

Artistic Orientation

Occupations	*Traits*
Artist	Imaginative
Musician	Sensitive
Writer	Introspective
Singer	Nonconforming
Fashion Model	Assertive
Interior Designer	Unpretentious
Photographer	Undisciplined

Social Orientation

Occupations	*Traits*
Teacher	Cooperative
Counselor	Friendly
Barber	Responsible
Cosmetologist	Helpful
Ticket Agent	Warm
Bellhop	Group Dependent
Teacher Aide	A "joiner"
Homemaker	Social Follower

Enterprising Orientation

Occupations	*Traits*
Administrator	Ambitious
Executive	Energetic
Office Manager	Agreeable
Salesperson	Sociable
Dispatcher	Conscientious
Route Driver	Shrewd
Hotel Clerk	Controlled
Peddler	Relaxed

Conventional Orientation

Occupations	*Traits*
Accounting Clerk	Realistic
Receptionist	Efficient
Clerical Worker	Conscientious
Data Processing Clerk	Conforming
Linotype Operator	Practical
Key Punch Operator	Accommodating
Proofreader	Self-reliant
Mail Clerk	

Work Temperament Inventory

- Self-Report Instrument
- Contains 134 items descriptive of tasks that workers perform
- Concerned with 12 work temperaments originally described in the D.O.L.'s Handbook for Analyzing Jobs

Temperamental Factors

D — **Directing**, controlling, and/or planning activities of others

R — Performing **repetitive** and/or short-cycle work

I — **Influencing** people in their opinions, attitudes, and judgments

V — Performing a **variety** of duties

E — **Expressing** personal feeling

A — Working **alone** or apart in physical isolation from others

S — Performing effectively under **stress**

T — Attaining precise set limits, **tolerances**, and standards

U — Working **under** specific instructions

P — Dealing with **people**

J — Making **judgments** and decisions based on sensory criteria

M — Making **judgments** and decisions based on verifiable criteria

Definition of Functional Assessment

Functional assessment is the *measurement* of *purposeful behavior* in *interaction* with the *environment*, which is *interpreted* according to the assessment's *intended uses*.

- Measurement: The *method* and *level of detail* included in the process of gathering information.
- Purposeful: The behavior being measured reflects the subject's *goal-directed* effort.
- Behavior: The *object* of assessment, which includes three types: capacities, skills, and social roles.
- Interaction: The *dynamic* relationship that exists between behavior and environment.
- Environment: The various *places* where purposeful behavior occurs, e.g., home, community, work.
- Interpretation: The process of determining the *meaning* of assessment data.
- Intended Uses: *Eligibility* determination, service planning, documentation of *progress*, program *evaluation*, etc. (Halpern & Fuhrer, Functional Assessment in Rehabilitation, 1984)

Functional Assessment Inventory

- The FAI is a 40-item *rating scale* for use by VR counselors.
- FAI items are focused on *vocationally-relevant* behavioral capabilities.
- The FAI is useful for *eligibility* determination and rehabilitation *service planning*.
- The FAI can be used with *adolescents* and *adults* with *all* types of handicaps.
- Completion of the FAI requires a *30-minute interview* and copies of medical and psychological reports.
- FAI ratings identify *potential barriers* to work.
- The FAI consists of 30 *behaviorally* anchored items and 10 special *strength* items.
- The behavioral *anchors* range from "No significant impairment" through three levels of deficit.
- The 30 behavioral rating items are scored on *seven* factorially derived *subscales*.
- The Personal Capacities Questionnaire (PCQ) is a *self-report* analogue of the FAI.
- The PCQ provides a basis for *discussing differences* in counselor and client perceptions.
- The Functional Assessment Rating System (FARS) is a computerized version of the FAI/PCQ.

Functional Assessment Inventory: Thirty Behavioral Capacities

1. Learning ability
2. Ability to read and write in English
3. Memory
4. Spatial and form perception
5. Vision
6. Hearing
7. Speech
8. Language functioning
9. Upper extremity functioning
10. Hand functioning
11. Motor speed
12. Ambulation or mobility
13. Capacity for exertion
14. Endurance
15. Loss of time from work
16. Stability of condition
17. Work history
18. Acceptability to employers
19. Personal attractiveness
20. Skills
21. Economic disincentives
22. Access to job opportunities
23. Requirements for special working conditions
24. Work habits
25. Special support system
26. Accurate perception of capabilities and limitations
27. Effective interaction with employers and co-workers
28. Judgment
29. Congruence of behavior with rehabilitation goals
30. Initiative and problem-solving ability

Functional Assessment Inventory: Ten Special Strengths

1. Attractive physical appearance
2. Pleasing personality
3. Exceptional intelligence
4. High-level vocational skill
5. Excellent educational credentials
6. Exceptionally supportive family
7. Sufficient financial resources
8. Extremely motivated
9. Existing employment opportunity
10. Unusual problem-solving ability

Functional Assessment Inventory: Seven Scoring Subscales

I. ***Adaptive Behavior:*** limitations in interpersonal and adaptive skills in the workplace, such as judgment and work habits.

II. ***Motor Functioning:*** limitations involving primarily muscular functioning, such as hand functioning and motor speed.

III. ***Physical Condition:*** limitations in physical condition, including endurance, stability of condition, and capacity for exertion.

IV. ***Communication:*** limitations in speech, hearing, and language.

V. ***Cognition:*** limitations in learning, memory, and perception.

VI. ***Vocational Qualifications:*** limitations in work-related issues and history, such as acceptability to employers and economic disincentives.

VII. ***Environmental Orientation:*** limitations concerned with orienting self to the environment, including vision and mobility.

Functional Assessment Inventory: Purposes and Applications

1. To facilitate the *systematic consideration* and presentation of clients' functional limitations and strengths

2. To establish an organizational *framework* for analyzing cases prior to eligibility determination decisions

3. To provide a basis for *professional communication* essential to service planning and writing the Individualized Written Rehabilitation Plan

4. To enable counselors to *quantify changes* in functional capacities as a result of rehabilitation services by completing the FAI at case closure

5. To give administrators and researchers a reliable data base on which *resource allocation decisions* can be premised, by relating varying types and degrees of functional handicaps to probable case outcomes

Unit IV

Job Acquisition (Get)
Assessment & Planning Strategies

JOB SEEKING SKILLS ASSESSMENT

I. Job Application

- Paper-and-pencil administration
- Can be administered in groups
- Uses standard job application blank
- Requires only a few minutes to score
- Easily scored
- Inexpensive

II. Job Interview Behavior

- Role-played simulated job interview requiring approximately 5 minutes
- Can be video taped
- Easily scored
- Requires only 3-5 minutes to score
- Inexpensive

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JOB SEEKING SKILLS

The term job seeking skills has been used to refer to a wide range of activities, which generally fall into these broad classes of skills:

- Finding and evaluating job leads
- Preparing a resume and personal employment folder
- Contacting potential employers about position openings and/or to schedule an interview
- Completing a job application
- Performing in the job interview
- Contacting potential employers to follow-up on job application and/or job interview
- Completing the employment seeking process (e.g., completing the W-4, initiating the initial assignment)
- Evaluating career advancement options
- Marketing oneself for promotion

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JOB SEEKING SKILLS

RELEVANT RESEARCH

A study of the Job Application Performance of 152 clients in their final three months of vocational training at a comprehensive rehabilitation facility revealed that:

- Mean time to completion was 20 minutes
- Sixty-six percent of the sample exceeded the optimal 15-minute maximum for this type of form
- On overall performance, the mean was 34 percent correct
- Only 18 percent of the sample entered more than half of the information requested correctly
- Applicant performance was rated as "in need of improvement" for 99 percent of the sample on Personal Information, 95 percent on Employment Desired, 100 percent on Education/Military History, 99 percent on References, 82 percent on Physical Record, and 71 percent on the Signature Block section of the application form

JOB SEEKING SKILLS

RELEVANT RESEARCH

A study of 94 clients' performance in a simulated employment interview administered during their final three months of vocational training at a comprehensive rehabilitation facility revealed:

- 25 percent of the sample initiated no more than one positive statement about themselves
- 36 percent spontaneously introduced at least one negative self-description
- 85 percent did not provide a brief description of their educational background
- 25 percent did not describe their work history or training
- When asked directly: 57 percent did not describe their disability or its functional implications
- 87 percent did not ask any relevant questions of the interviewer
- This sample also showed little tendency to use non-verbal and paralinguistic behaviors to display energy or enthusiasm during the interview

Two personnel managers who volunteered to rate the videotapes recorded a "would not hire" decision for 63 percent, and noted at least one area in need of significant improvement for 100 percent of the interviewees.

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JOB SEEKING SKILLS

RELEVANT RESEARCH

In a study at the Minneapolis Rehabilitation Center Wright found that:

- 80 percent of the clients did not look for work frequently enough
- 85 percent could not explain their skills to employers
- 40 percent had poor personal appearance or inappropriate mannerisms
- 90 percent could not explain their handicapping problems

Unit V

Job Retention (Keep) Assessment & Planning Strategies

Basic Work & Habits & Behaviors

Critical to Retaining Employment

I. Accepting the Work Role

II. Responding Satisfactorily to Change

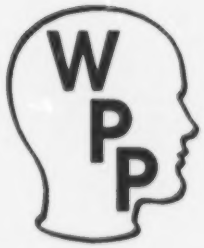
III. Being a Productive Worker

IV. Monitoring One's Own Work and Work Needs

V. Accepting Supervision

VI. Working With Co-Workers

Work Personality Profile

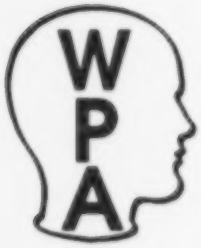


- Observational Rating Instrument
- Useful for situational assessment in work centers, facilities, employment settings, etc.
- Assess those capabilities that satisfy fundamental work role requirements (e.g., work attitudes, values, habits, and behaviors) that are essential to establishing employment in the work world
- Consist of 58 items that are rated using a standard 4-point scale
- Requires approximately 3-5 minutes to complete following an observation period of about 1 week
- Data from instrument results in a computer generated report
- Report presents scores and percentile for 11 primary work behavior scales and 5 secondary scales
- Provides a summary or list of problems that limit the person's chances for employment
- Can serve as a basis for (1) assignment to interventions, (2) measurement of improvement in targeted behaviors
- Easy to use
- Inexpensive

On-The-Job Coping Behavior

Typical Work Demands

- Beginning the Work Day
- Starting Work Tasks
- Staying on Task
- Handling Compliments and Criticisms
- Switching to New Task
- Dividing Parts of a Task
- Socializing Appropriately



Work Performance Assessment

- A work simulation procedure designed to assess an individual's response to typical on-the-job supervisory and interpersonal demands.
- Assess critical work establishment behaviors (those on-the-job coping behaviors that facilitate adaptation to the worksite and workworld).
- Strengths and weaknesses in three areas are measured:
  - Task performance
  - Teamwork
  - Socializing on the job
- Nineteen different stimulus demands that occur frequently on a job are used to assess how the worker reacts.
- Examples include: greeting, giving directions, observing the person working, creating a distraction, time pressure, criticism, compliments, etc.
- Responses to the 19 demands are evaluated using a behavior rating form.
- Useful with persons who are vocationally immature and lack work experience.
- Useful in service planning.

19 Job Demands

Presented in the WPA

1. Greet each trainee
2. Direct trainees to work station and explain nature of work
3. Provide vague instructions
4. Explain supervisory error
5. Provide detailed instructions
6. Observe trainees working
7. Stand next to trainee
8. Create a distraction
9. Show new way to work
10. Introduce time pressure
11. Criticize trainee's work
12. Compliment trainee's work
13. Ask trainees to switch tasks
14. Ask trainees to socialize
15. Direct trainees to work together
16. Ask trainees to criticize each other
17. Ask trainees to compliment each other
18. Observe trainees completing the task together
19. Socialize with each trainee

Unit VI

Strategies for Empowering & Involving Consumers in the Assessment & Planning Process

Strategies for Empowering and Involving Consumers

In The Assessment Process

Occupational Choice Strategy

Know Thyself (KTS)

Self-Exploration

Job Images

Personal Wants & Needs

Capacities
(functional strengths & limitations)

Interests

Aptitudes

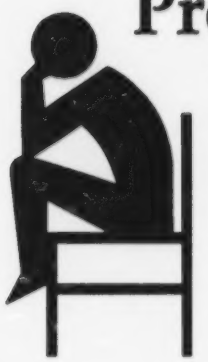
Exploring the World of Work

Information About General Field of Interest

- Kinds of work involved
- Skills & abilities needed
- Information about whether you would like or could learn the work
- Preparation needed
- Other considerations
- Listing of specific jobs

Information About Specific Jobs

- Duties
- Nature of work
- Working conditions
- Places of employment
- Training & other requirements
- Outlook
- Earnings
- Related occupations



Problem Solving/ Decision Making

- Gains & losses for self & others
- Feelings & beliefs
- Possible obstacles
- Ways to overcome obstacles

Preferred Vocational Objective

- Plan
- Commitment
- Action

The Vocational Decision-Making Process

Identify possible job options via vocational imagery.

Explore self and identify personal needs, capacities, interests, and aptitudes.

Focus job pictures and make some preliminary vocational choices based on knowledge of self.

Gather information about the world of work.

Narrow choices and select some tentative goals based on knowledge of the world of work and self.

Identify possible gains and losses for self and others associated with each tentative vocational goal.

Explore feelings and beliefs/expectations about selections.

Identify possible obstacles to each tentative vocational goal.

Explore and identify possible ways to overcome obstacles.

Select a preferred vocational objective.

Develop a plan to achieve goal.

Commit to plan.

Occupational Choice Strategies

- Designed to enhance the selection of and planning for an appropriate vocational goal
- Utilizes the Occupational Report to facilitate exploration of self and the world of work
- Utilizes Department of Labor material to facilitate exploration of self and the world of work
- Useful in groups ranging from 4-8
- Requires 10-14 hours
- Flexible
- Inexpensive

Know Thyself

- An individual one-to-one approach
- Designed to promote consumer empowerment and involvement in the assessment and service planning process
- Increases knowledge of the assessment and planning process by giving the what, why, how, when, where, and who of the entire process and each assessment procedure
- Increases self-knowledge by sharing all results of assessment procedures
- Consumer becomes co-manager and equal partner by utilizing results to make decisions and plan services

Unit VII

The Environment

Environmental Variables That May Affect Employability Development and Employment Outcomes

Environmental Variables That May Affect Employability Development and Employment Outcomes

Choose	*Get*	*Keep*
Family & Friends	Employer Attitude	Supervisor Attitude
Economy	Economy-Job Market	Co-Worker Attitude
Availability of Training/Education	Support Networks	Support Networks
Finances	Legislation	Transportation
Transportation	Transportation	Housing
Labor Market Trends	Housing	Technology
	Finances	Work-Site Environment
	Technology	Economy
	Work-Site Environment	
	Benefits	
	Community Agencies	

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